

12.R.1.1 Students can **interpret** the meaning of unfamiliar words by selecting context clues.

Learning targets to meet this standard:

- Define context clues
- Recognize the use of context clues in a sentence
- Recognize the use of connotation and denotation

Verbs Defined:

- Interpret – understand

Key Terms Defined:

- Context clues – example clues, contrast clues, cause and effect clues

Teacher Speak:

Students can interpret (understand) the meaning of unfamiliar words using context clues (example clues, contrast clues, and cause and effect clues) to extend vocabulary.

Student Speak:

I can understand (interpret) example clues, contrast clues, and cause and effect clues (context clues) to extend vocabulary.

Examples:

Possible resources/references:

12.R.2.1 Students can **evaluate** how style **affects** the meaning of text.

Learning targets to meet this standard:

- Explain how word choice impacts the meaning of text
- Explain how sentence length impacts the meaning of text
- Explain how tone impacts the meaning of text
- Explain how imagery impacts the meaning of text
- Explain how dialogue impacts the meaning of text
- Explain how point of view impacts the meaning of text
- Explain how implicit/explicit meaning impacts the meaning of the text

Verbs Defined:

- Evaluate – judge
- Affects - influences

Key Terms Defined:

- Style – the manner in which an author chooses and arranges words
- Text – written material

Teacher Speak:

Students can evaluate (judge) how style (the manner in which an author chooses and arranges words) affects (influences) the meaning of text (written material).

Student Speak:

I can judge (evaluate) how the manner in which an author chooses and arranges words (style) influences (affects) the meaning of written material (text).

Examples:

Possible resources/references:

12.R.2.2 Students can read fluently to comprehend grade-level text.

Learning targets to meet this standard:

- Apply the elements of fluency: accuracy, rate, phrasing, and expression

Verbs Defined:

Key Terms Defined:

- Fluently:
 - Accuracy - correctness
 - Rate - words per minute
 - Expression - voice inflection
 - Phrasing - smoothness

Teacher Speak:

Students can read fluently (using accuracy, rate, phrasing, and expression) to comprehend grade-level text.

Student Speak:

I can read using accuracy, rate, phrasing, and expression (fluently) to comprehend grade-level text.

Examples:

Possible resources/references:

12.R.3.1 Students can evaluate text for the author's style.

Learning targets to meet this standard:

- Identify components of style: word choice, sentence length, imagery, dialogue

Verbs Defined:

Key Terms Defined:

- Style - the manner in which an author chooses and arranges his words
- Text - written communication

Teacher Speak:

Students can evaluate text (written communication) for author's style (manner in which an author chooses and arranges words).

Student Speak:

I can examine the parts so as to determine the nature of the whole (evaluate) written communication (text) for author's choice and arrangement of words (style).

Examples:

Possible resources/references:

12.R.4.1 Students can **evaluate** the depiction of human experience in literary works from diverse cultures, locations, and time periods.

Learning targets to meet this standard:

- Identify underlying concerns that drive writings
- Determine aesthetic considerations of a text

Verbs Defined:

- Evaluate - to judge based on selected criteria

Key Terms Defined:

- Cultures - groups of people based on age, gender, religion, ethnicity and ways of life
- Human experience - any condition that affects life
- Literary works - writings in poetry and prose
- Depiction - presentation or picture

Teacher Speak:

Students can evaluate (judge based on selected criteria) the depiction (presentation or picture) of human experience (any condition that affects life) in literary works (writings in poetry or poetry) from diverse cultures (groups of people based on age, gender, religion, ethnicity, and ways of life, locations and time periods.

Student Speak:

I can judge based on selected criteria (evaluate) the presentation or picture (depiction) of any condition that affects life (human experience) depicted in writings in poetry and prose (literary works) from diverse groups of people based on age, gender, religion, ethnicity, and ways of life (cultures), locations, and time periods.

Examples:

Possible resources/references:

12.R.5.1 Students can **synthesize** information from multiple sources to **analyze** issues and to make decisions for research.

Learning targets to meet this standard:

- Develop and support a reasoned argument using reliable primary and secondary sources
- Synthesize the information from several sources dealing with a single issue for research purposes

Verbs Defined:

- Synthesize - combine
- Analyze - separate into parts to determine the meaning of the whole

Key Terms Defined:

- Multiple - two or more

Teacher Speak:

Students can synthesize (combine) information from multiple (two or more) sources to analyze (separate into parts to determine the meaning of the whole) issues and to make decisions for research.

Student Speak:

I can combine (synthesize), and use two or more sources (multiple) sources to separate into parts to determine the meaning of the whole (analyze) issues and to make decision for research.

Examples:

Issue could include current event, personal problem, and social dilemma.

Possible resources/references: